



SCHOOLS' FORUM MEETING

June 2022 DSG SEND Recovery Plan update

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- To endorse the adjusted Education Inclusion arrangements supporting primary phase and early years to commence Sept 2022.
 - To inform about the planning and progress to address the increased demand for secondary places for pupils with SEND.
 - To inform about the rise in pressure for Nurture Hub places and agree actions to address this.
 - To inform about the risks and issues to SEND Recovery arising from parental preference and an increased demand for SEND specialist places.
 - To update on collaborative EY pathway planning and linkage with the Family Hub.

2. Financial Modelling

- 2.1 To support decision making and project investment, the SEND Recovery Plan financial model for high needs expenditure was developed. This utilises a number of demand-based assumptions which include:
- **The total budget for the recovery projects 2022/23 is £364k**
 - High needs funding to increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - Increase in placement costs has been extrapolated using the change in EHCP plans over the last few years.
 - Update average placement costs based on latest information.
- 2.2 The financial model is based on a number of assumptions of success such as proportionate reduction in special school placements and it must be noted that each action within the recovery plan factors in assumed impact and so there are no guarantees to each element.
- 2.3 The success of projects is also subject to influencing factors including the commitment and capacity of schools to engage, test and commit to alternative approaches. There is also now a demonstrable impact on the recovery plan from the pandemic and increase in SEND and Inclusion demand.

3. SEND Recovery Plan Projects

- 3.1 Schools' Forum commits £364k of additional annual investment from the High Needs Block (HNB) with a range of projects and activities designed to increase capacity within

mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of the SEND Recovery Plan.

- 3.2 All projects are predicated on the determination by schools leaders to grow skills and knowledge in inclusionary classroom practice, building sustainable capacity, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs to be maintained successfully in mainstream school and to get practical help to support children quickly to help de-escalate situations and meet needs earlier avoid need for an EHCPs (or follow a dual approach where this is the right path).
- 3.3 Success for the SEND Recovery plan projects is based on recovering avoidable or unnecessarily costs of specialist placements over time, with fewer children escalating out of the local mainstream education system and in line with intentions of the SEND Inclusion Strategy for Rutland and reflective of the line of direction indicated in the Government SEND Green Paper.

4. Education Inclusion Partnerships (EIPs)

- 4.1 The Education Inclusion Partnership is active in Early Years, Primary and Secondary Phase.
- 4.2 Monthly meetings are in place with all secondaries to discuss current and emerging cases. These are attended by school, EIP Coordinator and Inclusion team Coordinator and team. All EIP referrals are required to have Inclusion team involvement before interventions are agreed. 49 learners have been helped through these arrangements; UCC:17, Catmose:21, Casterton:11
- 4.3 The Primary Education Inclusion Partnerships now have valued and established arrangements at both Primary and Secondary phase and good linkage to Early Years. The significant impact of covid that schools are experiencing has resulted in a pressure on the toolkit of support. There is a waiting list for interventions, and the panel has been paused until September. The SEMH linked teachers are present to help each school and the EIP coordinator remains on call.
- 4.4 One of the huge benefits of commissioning what Schools Forum require is that systems can be responsive and adjusted quickly. It was always anticipated that the EIP arrangements would evolve as practice and needs changed over time, and as expected, the Primary process flow or EIP decision making needs to change. An adapted arrangement was agreed by the sector-led panel in May. 5 of the 6 schools responded, all were in favour of the proposed changes that promote swifter interventions to enable children to remain included, the EIP panel commented that the change to the process should meet the need of the children more promptly.
- 4.5 The physical panel which met 6-weekly will cease, SEMH teachers, now established in their support to schools will help broker swift identification on need and deliver individual and group interventions and professional development direct.
- 4.6 For the next iteration to be successful there will be three meetings a year involving all schools in an *EIP Review* Teams call, chaired by Caroline Crisi the EIP Coordinator inviting all Primary head teachers or SENCo, the social worker linked to Virtual School and RCC Education Lead.

- 4.7 The EIP Coordinator will report on data, gaps and areas for development. Case studies will serve to outline practice. All schools will be able to input directly, enabling robust analysis and a means to quality assure and provide transparency on the use funding.
- 4.8 The arrangements come into effect in September 2022, this was communicated to schools in May 2022. See detail in Appendix A.
- 4.9 Related contracts have been adjusted to need and are confirmed as follows for EIP and toolkit interventions:
- The EIP Coordination and assessment functions – Caroline Crisi
 - SEMH teachers procured from Leicester City Council are linked to each Rutland School. As the first port of call, there is no longer a requirement to make a referral to the EIP for direct support with pupils from the SEMH link specialist teacher. If a pupil is discussed and it is agreed by school and the link teacher that this is the most appropriate and first level of support required, there will be a short one side form to complete and gain parental signature. This will reduce waiting times for initial SEMH teacher support and make the system more effective and timely. If, after the SEMH intervention has had time to make an impact, and it is jointly decided further interventions are required, school can put in a referral to the EIP
 - Speech, Language and Communication contract with Leicestershire Primary Trust with Early Years providers and Primary continuing to assist in shaping communicating rich environments.
 - Additional SLT capacity will also be purchased for Secondary interventions from September 2022.
 - Play Therapy contracts supporting attachment and trauma have been increased this year.
 - The range of interventions spot purchased as required from ADHD solutions, CASY counselling, First Class specialist tutoring and psychological interventions from PiP are maintained according to available budget.
 - Nurture outreach from the Hub at Edith Weston is also central to the toolkit, advising and supporting attachment difficulties. (Interventions in the Hub secured for a handful of children are put in place separately, where deemed necessary, through the multi-agency panel)
- 4.10 The monthly Providers meetings continues, bringing together all the key agencies acting to support inclusionary practice, is also proving invaluable to coordinate the best use of collective resources and effort to avoid overlap and overwhelm schools.
- 4.11 The SENCo network will change next academic year 2022-23. Resilient Rutland funded CPD opportunities in previous years (this funding is now ended), and in the past year these have thrived in collaboration with Rutland Learning Trust. It is hoped that the valuable joint arrangements will continue. CPD session funding is being pursued, a one-year transition plan to self-funded arrangements is proposed A paper will come to SF in September for decision.
- 4.12 For note: The separate but related ‘Thriving through Change’ work overseen through the Education Performance Board is established. A structured Transition framework designed with schools for Rutland now has a timeline and established practices which reduce the risk of poor emotional wellbeing and increase the likelihood of educational success through transitions at any stage in a child’s educational journey for children and young people.

5. Nurture Hub and practice

- 5.1 Nurture practice at Edith Weston continues to develop and has been highly successful in maintaining children in Rutland over the past two years, 4 children with complex behaviours are currently in nurture interventions on site as well as other children who were otherwise at risk of exclusion or had been actively excluded from other Rutland schools that are now on roll at Edith Weston.
- 5.2 It was always the intention to scale up the ability of the Hub to influence and respond to other schools to prevent any exclusion for this reason and help children to be maintained in school locally, rather than children be moved to EW.
- 5.3 There have been great instances of schools keen to change practice based on best Nurture advice and a desire to train in NurtureUK practice, to grow more practitioners with Nurture expertise in Rutland.
- 5.4 A paper exploring how additional funding could accelerate practice will come to Schools Forum in September.

6. Mainstream capability to support children with EHCPs

- 6.1 Rutland's High Needs Capital allocation for 2022/23 and 2023/24 has been announced by the DfE totalling £1,039,009. This is in addition to the £500k DfE [High Needs Provision Capital Allocations](#) funding 2021/22. No revenue funding has been provided to help with start-up or maintenance of new ways of working.
- 6.2 The SEND programme Board provide governance for this work and in line with the changes that the Government wants to make to the special educational needs and disabilities services outlined in the [SEND Green paper](#).
- 6.3 RCC have committed an initial £191k Capital to improving facilities to enable small group teaching for more children with EHCPs to access their learning locally at Uppingham Community College. The Mainstream plus 'proof of concept' arrangement commits to two year groups of 10 learners initially. A Legal agreement protects the capital spend and a Memorandum of Understanding sets out an operating model.
- 6.4 Before further Capital is committed the SEND Programme Board will examine options, including SEND placement sufficiency and means of securing best value for Rutland. A DfE Better Value Review of SEND placements is expected by RCC in the coming year.
- 6.5 Any projects considered will be set out in the SEND Recovery Plan and the Children and Young Peoples' Partnership Plan associated with [Rutland's SEND and Inclusion Strategy](#).

7. EY pathways

- 7.1 The work with RCC, SEND Consultancy and OCE and The Parks Governing body has resumed after a pause between July 2021 and May 2022.
- 7.2 However the work has restarted to build on a shared vision, to determine how best to shape early years arrangements to harness sector expertise across LA, Private Voluntary and Independent EY settings.

- 7.3 It is hoped that by reviewing and amending arrangements there can be more consistent support for parents, and increased help to set children who develop SEND on the optimum inclusionary path, where realistically possible to secure their ability to access a mainstream curriculum in education and meet their needs to aspire to children and families experiencing a good family life and expectation that they can be happy and successful.
- 7.4 A recent meeting with EY PVI managers to ask them about what it would take to increase confidence in inclusion and talk about the Family Hub opportunity was encouraging.
- 7.5 It is expected that a shared focus for Early Years pathways and a delivery plan can be implemented in 2022-23 academic year, this will be drawn together with Family Hub planning in due course.

8. Sector led Task and Finish group exploring EHCP changes

- 8.1 The group which was originally established at the Summit in Nov 2021 has met 3 times with a work plan to explore the equanimity of the current SEND funding arrangements and to make proposals for alternative options that have been sense checked with SENCos.
- 8.2 Two areas were agreed- firstly reviewing EHCP resource allocation, seeking an alternative to TA hours, making sure that they are fit for purpose and deliverable to meet children's needs. The second to examine the equanimity of SEND funding for schools against the balance of needs in each school (ratio of numbers on roll to EHCPs and SEN support) and propose a fairer process for allocation on available resources.
- 8.3 The task group has progressed the first of these-EHCP proposals for banding have been worked up and a detailed report and presentation is due to come back to SF setting out recommendations in September 2022, with a timeline for implementation and communications plan.
- 8.4 The task and finish group have remaining work regarding SEND funding proposals. This will require schools to determine a fair allocation process. HC to convene a further meeting of the T and F Group before the end of the summer term.

9. Key Project Risks and Issues

Risks	Mitigating factors
Covid is having an impact, on parental anxiety, children and young people's emotional wellbeing and mental health and concern about attending school	RCC are commissioning Anxiety Related Non -Attendance support (ARNA) over the next year. Schools taking up this training and implementing recommendations will be a significant mitigating factor
Parental pressure for Specialist places	All practitioners can help build confidence, carry reassuring messages about meeting need in mainstream school and consistently seek help at the earliest stages through the EIP if unsure.

<p>Change to existing SEN funding systems is difficult and may be opposed by Schools staff and Parents</p>	<p>Well-constructed business case and inspired leadership required to develop fit for purpose services. RPCV informing practice and Communications strategy.</p> <p>Collaboration sessions with parents seeking positive and possible solutions</p>
<p>Budgetary pressures, since all SEND Recovery plan EIP purchased interventions are now in demand.</p>	<p>Monitor spend carefully & adjust intervention allocations accordingly. Utilise first line of support through SEMH link teachers.</p>
<p>There is a risk that schools see places at the Nurture hub as a single solution. This is unsustainable and not the intention of the project.</p>	<p>Consider further investment in 'Nurturing Schools' Practice and outreach across Primary and Secondary schools so this becomes a way of supporting children and families that is more widely adopted to help children with trauma and attachment issues often presenting as difficult behaviour</p>

APPENDIX A Education Inclusion Partnership (EIP) Primary Panel

Evaluation and remodelling for September 2022

Current model (2.4 years since February 2020)

- Every 4-6 weeks depending on school holidays
- Panel of HT's / Education Lead and chaired by EIP Coordinator
- EIP Coordinator writes action plan for all referrals and takes to panel to discuss and agreed/ not agreed

Positive impact of current model

- Enabled panel to gain understanding and knowledge of SEMH needs/ patterns/ commonalities
- Strengthened partnership working and collaboration
- Headteachers (HTs) have found the network supportive on a personal level
- Quality assures EIP Coordinators decisions and planning

Issues arising with current model

- Covid impact after full return to school has significantly impacted on pupils and SEMH escalating. HT's limited capacity to join panel (minimum required at panel is 4) so for the summer term, panel has been replaced by *Read and agree/ disagree signed format*
- Cases are rising where **Anxiety Related Non- Attendance** is a risk factor. The **window of opportunity** can be missed by waiting for panel. It is more effective to turn this around while the pupil is still in school. There are plans for ARNA package of support in the pipeline to reduce the need for individual referrals
- When counselling is recommended waiting for the next panel to complete the referral is counterproductive. A recommendation of counselling has not been rejected in 2.4 years
- Less time to observe / assess and process referrals because action plans need to be sent to panel a week before to allow time to read large volume of information
- On several occasions, I have implemented support before panel and informed panel retrospectively. Panel have always agreed with this
- Current cases in the system often require further intervention and this does not come through panel. This allows flexible and timely response to the changing needs of the pupils.
- Discussions with EIP panel and wider partners regarding restructuring have already taken place last term. Comments and suggestions were:
 1. Involve Sencos
 2. Discussion meetings around a case study of what worked / did not work as a planning tool
 3. Involve social care

New model proposed

- Discontinue panel system as it is no longer delivering the original function and is becoming a barrier/delaying inclusion and early intervention practice.

- EIP Coordinator continues to write action plan for cases, but interventions are arranged at the earliest opportunity to enforce the principle of the EIP (Early intervention to ensure SEND is not ***missed, misunderstood or misidentified***)
- 3 x a year: ***Teams EIP Review*** meeting chaired by EIP Coordinator inviting all primary HT's / Sencos and social worker (linked to Virtual School) and Education Lead. EIP Coordinator to report back on data/ gaps/ areas for development. Use case studies as discussion point. Enables all schools to have a voice and robust analysis /QA of the effective use of funding/ transparency.

APPENDIX B Education Inclusion Partnership Data

Rutland Primary Schools: Education Inclusion Partnership data		Referral case analysis June 2022
<u>Total referrals from launch Feb 2020</u> 163 received up to last panel 26/05/2022 36 are now closed: - <ul style="list-style-type: none"> • Moved out of County:14 • Not meeting criteria: 11 • Final EHCP issued: 11 	<u>Schools (including closed cases)</u> Cottesmore:23 Catmose:9 English Martyrs:12 Whissendine:8 Langham:11 Ketton: 7 Leighfield:11 Oakham:15 Uppingham:14 Brooke Hill:9 Great Casterton:1 Exton & Greetham: 8 St Mary & St John:13 St Nicholas: 9 Empingham:3 Ryhall:10 Edith Weston:0	<u>Year Group analysis at point of referral (including closed cases)</u> EYFS: 29 Year 1: 25 Year 2: 16 Year 3: 16 Year 4: 34 Year 5: 29 Year 6:14
<u>Diagnosis or school recording of Need at referral (including closed cases)</u> SEMH: 74 ASD/ social communication:45 ADHD: 19 Combined or Other: 25 (Hearing Impaired /Complex SEND etc)	<u>Gender (including closed cases)</u> Male:121 Female:42	<u>Rutland address (including closed cases)</u> Yes: 154 No: 9 <u>Military Families</u> Yes: 34 No:117 Data not recorded by school:12
<u>Secondary cases raised and discussed with school discussed and/or supported with funded interventions: 49</u> <ul style="list-style-type: none"> • UCC:17 • Catmose:21 • Casterton:11 Secondary Interventions: <ul style="list-style-type: none"> • SEMH Specialist Teacher/ ADHD Solutions/ SALT • Monthly meetings established with all secondaries to discuss current cases and emerging cases. Attended by school, EIP Coordinator and Inclusion team Coordinator and team. All EIP referrals are required to have Inclusion team involvement before interventions are agreed. 		
<u>Early Years Phase</u> Continuation of Communication Friendly Environments and Signs and Symbols offer. Gap identified: using signs and symbols across phase. Focus on engaging childminders this term. Coordinated drive toward settings not engaging with offer. Linking with Thriving Through Change project to support Early Years transition work overview.		
<u>EIP Toolkit updates and general developments</u> <ul style="list-style-type: none"> • See Appendix A for toolkit updates and panel restructure information 		

- Primary schools are referring an elevated level of cases. Directly linked to Covid impact and significant rise in SEMH after end of lockdown and full return to school. It also relates to more schools contacting EIP before the **Window of opportunity** is missed. SENCOs are proactively contacting EIP coordinator for advice and discussions around risks before referral. Schools are proactively using SEMH link teacher and Universal offer to discuss emerging risks.

Multi agency meeting every 3-4 weeks approach (Primary)

Model for considerable risk cases. Currently, 9 primary cases are managed and supported by this format. 3 of these cases are under EHCNA currently as it emerges needs are complex. EIP remains involved until a final plan is issued.